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In This Issue: Editor's Report of Atlanta Meeting

Journal of EDUCATION

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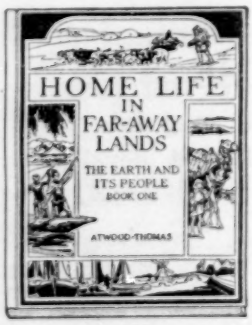

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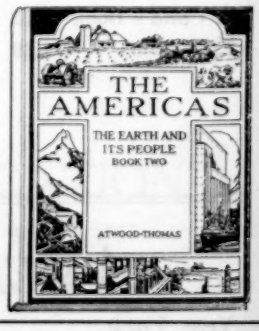

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JOURNAL of EDUCATION

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EDITORIALS

Flying and Landing

IN AVIATION flying is enjoyable and is usually safe, but landing is often hazardous. There are an almost infinite variety of complications in getting the machine to do the right thing in the right way at the right time when it comes to earth.

Professionally it is easy and enjoyable to start a change in psychology, in subject method, and in devices. All that is required is the proper machinery, a pilot with some reputation, and the limitless heavens above.

We have been privileged to see more professional flying machines start heavenward than has any one with whom we are now associated.

We have never known any lack of enthusiasm over the starting of any new professional flying machine. It is as natural as the cooing of doves in early spring.

But we never get excited over any starting of a new professional machine. We always wait until we have seen it come to earth, and we never invest in any of these enthusiastic experiments until we know that the machine can land as easily as it can fly.

Educational Personality of Cities

EVERY city that we know intimately has better schools than any city had before 1920.

Every city that we know has an educational personality. Before 1920 there was great sameness. Then there was much copying of popular notions. Now school systems are creative rather than imitative.

We know of no city that boasts of being in traditional ruts. We know of no city in which the teachers say: "This is the way Superintendent —— had us do this."

There was never so little cranky individualism in city schools as there is today. No college professor can sweep the country with a petty method or device. There is nothing that is "shown off" in any three cities in the United States.

There are many cities that have a more wonderful personality than any city had before 1920. The educational personality of each of forty cities is more professionally interesting than anything in education in the United States ten years ago.

Calliopean of Kents Hill

ON THE fourteenth of June at Kents Hill, Maine, they celebrated the one-hundreth anniversary of the first Greek Letter Society in an American academy, which was a vital event in New England history.

The academy was the life-saver of New England democracy from the Revolutionary War to the Civil War, and the literary society was the live-saver of the Academy from 1820 to 1870.

Kents Hill has had an interesting influence on history, civic, religious and professional, and nothing in its history has had greater significance than in its giving a classical slant to its literary society.

The creation of the Calliopean Society at Kents Hill in 1829 was like one of Babe Ruth's home-runs with three men on bases.

The celebration on June 14 was largely a local affair, whereas it should have been made a national historic celebration.

The Central Association of Mathematical Teachers at its recent meeting in Chicago went on record for the abolition of modern courses of general mathematics in high schools in favor of straight courses in algebra, geometry, and trigonometry. They evidently had not heard that a famous survey of arithmetic advocates the elimination of eighty-five per cent. of the arithmetic.

Sensible Wisconsin

THE Wisconsin legislature has demonstrated rare common sense by inaugurating a new policy under which the legislature no longer will dictate what buildings should be erected at state institutions, but will leave this question directly in the hands of the boards that are in charge of various branches.

Under the new plan the finance committee has made no effort to decide what buildings are to be erected during the next two years at the teachers' colleges, university and institutions under the board of control.

Each board will get a lump sum for buildings, and it will be up to them to use this money to fill its most pressing needs.

The committee has allotted $2,422,300 for new buildings during the next two years to the institutions, and the bills for these appropriations specify no building operations that had not already been pledged.

The new plan is an admission on the part of the legislative members that the boards at the heads of the three types of institutions are in a better position to decide what buildings are most needed.

Under the old system a financial program was laid out by the legislature, including all details for buildings.

But the boards will have a check on their building activities even within the limitation of their appropriations. No funds can be used until the board has won the written approval of the governor and one of the two chairmen of the finance committee.

Upjohn's Achievement

HERBERT S. UPJOHN, superintendent of Los Angeles County, has a record that we have never known to have a parallel.

He had been assistant to Mark Keppel from 1916, and was acting superintendent after his death, June 16, 1928. There was every reason why he should be appointed, but fitness was wholly insufficient. He must pass the Civil Service examination with twenty-one other candidates. He had been out of school as a student for twenty-six years, devoting himself to teaching in two high schools and one college, and had been a high school principal, and for thirteen years was assistant and acting county superintendent.

Here is the remarkable achievement. In the Civil Service examination he outranked the twenty-one other candidates.

Tell the first musty croaker who says the boys of today are not as good as he was when he was a boy that the Boy Scouts in the United States won four hundred and eighty-nine thousand, one hundred and eight merit badges in 1928. Ask him if he has the merit badge he won as a boy.

Hectic Reform

A. O. BOWDEN of Teachers College, Columbia University, speaking for a group of surveyors of "Arithmetic As It Is Taught," says 85 per cent. of the arithmetic should be eliminated.

Dr. R. G. Reynolds, the new principal of the Horace Mann School of Teachers College of Columbia University, is even more hectic than Professor Bowden.

It is wholesome, even if it be ridiculous, to have an extravagant reaction against the foolish tendency to have one-half of a child's elementary school time devoted to reading, writing and arithmetic.

The tragedy of such a pronouncement is that it makes it much more difficult to eliminate the 20 per cent. which is being eliminated in modern textbooks. It will increase the use of books with no eliminations.

Herbert Edwin Hawkes says colleges must be made for the youth of today instead of trying to make the youth of today fit the colleges of yesterday.

A Noble Declaration

COLONEL RAYMOND ROBBINS of Chicago, one of America's ablest thinkers, on June 1, 1929, made the following noble statement:—

"In spite of our wave of crime and lawlessness and the ruthless gang violence in our great cities there is a collective sanction and authority behind the public government in this country unequaled in any other great nation on earth. There is an overwhelming majority of men and women in this country who would die for their government. The reason for that loyalty is the character and authority of the constitution of the United States.

"Because the constitution is an expression of popular will, and because of its being subject to orderly and reasonable amendment, it is the strongest fabric of social control among the political systems of the world."

Hereafter all beginning teachers in Indiana must take the following pledge: "I solemnly swear (or affirm) that I will support the constitution of the State of Indiana and the laws of the United States and the State of Indiana, and will, by precept and example, promote respect for the flag and the institutions of the United States and of the State of Indiana, reverence for law and order and undivided allegiance to the government of the United States of America."

Interesting Incident

A HIGH school principal of Pittsburgh, Pennsylvania, was in Government service in Alexandria, Egypt, before his present service in Pittsburgh.

A young Egyptian of Alexandria wrote to a rubber tire company of Akron, Ohio, asking for information as to how he could learn to be as strong as the men in their employ.

The company sent the letter to Washington, and asked that the writer of the letter be looked up by a representative of our government in Egypt.

The present Pittsburgh High School principal, who was then in Alexandria, was the one who received the letter, and called on the young man, and learned that he had seen an advertisement of a strong man trying to "bust the balloon tire," and so he wrote the firm who advertised the tire, because he was desirous of being very strong.

Yale University announces forty-one appointments to the faculty. They draw freely upon Harvard, Columbia, Cornell, Vanderbilt, University of Pennsylvania, University of Wisconsin, University of Missouri, University of Toronto, University of Southern California, College of City of New York, University of London.

Two Years With an Encyclopedia

EDWIN J. TOBIN, superintendent of Cook County, Illinois, has made the greatest educational advance of which we know. He extends his School-Home Problems for vocational and educational activities, which he has immortalized in its development in fourteen years, into the academic field, placing the out-of-school reading of boys and girls from the second to the eighth grade on a scientific basis that has never been thought of by any one else in the Old World or the New.

We are not at liberty to forestall Mr. Tobin's own announcement of this most remarkable educational triumph, but we do venture to speak of one feature, which is only a wayside incident.

The culture feature of the reading of three years, the two years of finding one's self in achievement interest, a sort of green-fruit state, preparing the way for the ripening of personal interests in the academic mastery of his favorite academic aspiration in nature or human nature.

As always, the reading has no value unless it can be marketed in some way as a perfect product, and, for two years, a student must learn all that can be learned from encyclopedias, magazines and books on his specialty.

Mr. Tobin says that the school has achieved little if a student has not learned to use the dictionary, the encyclopedia, magazines and books for information that he can market as definitely as he can market the Home-School Poultry Project.

Mr. Tobin selects the two years in which a boy is ambitious to perfect his knowledge of some academic interest as enthusiastically as he does his recreative interest.

From Smith to Northfield

PROFESSOR MIRA BIGELOW WILSON, head of religious and social work and professor of Biblical literature at Smith College, is to be principal of Northfield Seminary, founded by Dwight L. Moody in 1879. The commencement week of the Northfield Schools was one of the notable events of the academic season this year. The presence of Miss Nancy Comins, the first student to enter the seminary in 1879, made the occasion memorable. There were 900 of the alumnae in attendance, and 1,100 were at the anniversary luncheon. $755,000 has been raised towards the $3,000,000 to be raised to make the Northfield Schools a worthy memorial to their founder.

There are fifty British students to study in the colleges and universities of the United States this summer, thanks to the Commonwealth Fund.

Belding's Page

EARNING AND LEARNING

PEOPLE are apt to feel sorry for the college student who is obliged to earn money during term time. Such outside activity is generally thought to interfere with academic standing, and to be a thing that should be avoided wherever possible.

Students who labor under the double burden of study and employment may, in fact, have a pretty strenuous time of it. Often they are deprived of the opportunity to take part in social and athletic affairs. But their standing on the dean's books does not necessarily suffer.

A study of the senior class at Rochester University, recently completed by Professor Charles W. Watkeys, indicates that, for a single class in one institution at least, the men who earn as they learn are at no disadvantage as regards their academic ratings. In fact, they seem to have a slight advantage, since they attained an average grade in their studies of 75.07 per cent., compared with 74.64 for their classmates whose study time is not encroached upon by money making.

No abstract principle of psychology is required to account for the situation discovered by Professor Watkeys and other observers. Only the other day a college undergraduate who had experienced one year with nothing to do but study and another year with thirty or more hours per week of employment, declared that he was more successful in his studies the year he did outside work. The secret, of course, was that when he knew he had a heavy schedule he realized the need of making every minute count. When he had time to burn, he burned more of it than he meant to.

The same thing is true in the life of the world. When anything extra has to be done, the busy man is the one called upon to do it, and he usually does it better and more promptly than the man who has loads of time which he doesn't know how to use.

Let it be remembered, however, that academic standing, important as it is, should not be the sole criterion of the tasks which the youth in college ought to undertake. Health is the prime consideration. Investigation might be made of the physical conditions of men ten years out of college, to see whether those who pursued a strenuous program in their undergraduate years were weakened in vitality. Such a survey would have to cover a great many cases in order to be of any value.

On the moral side, one may scarcely doubt that the college students who have no leisure on their hands are safer than those who have too much.

It is exceedingly difficult to prove anything by statistics. The boys who earn money while studying at college have had, in many cases, a more disciplined childhood, with less opportunity to become sporty than the boys from weathlier homes who are without financial worries while in college. This makes an immense difference. The testimony of one boy who has tried it both ways and finds he accomplishes more when he has lots to do, may be more significant than a barrel of figures gathered about different boys.

UNDOING BABEL

IT WAS a speaker at the great conference of religions in Jerusalem who remarked that it was the good fortune of Americans to be unable to learn a foreign language; hence the remainder of the world was compelled to speak English.

Even so minor a factor as this may have an influence upon the world's ultimate choice of a universal language. If that language is to be English, the United States will have done its part toward that consummation.

In still another way America is helping. Take the "talkies." These motion pictures, made in the United States, are being sent to many foreign countries, and they carry with them the American language. Already protests have begun to come from Mexico that the languages of Latin-America are in danger from this foreign jargon. The charge seems justified. Even the English language, pure and undefiled, is imperiled from the "talkies."

The world, by the way, will continue to feel more keenly its need of a universal language as the years pass. The earth has become one neighborhood. It is hard for neighbors to converse unless they have a common medium.

The peoples of Europe cannot understand one another's radio announcers. This may be a blessing. But it is not appreciated as such, and Europeans will bemoan their lack of a common tongue until—in time—they discover that one has been adopted or evolved.

Unification of language is a goal toward which the human family is unconsciously moving.

Anson W. Belding

Associate Editor.

The Atlanta Meeting

Observations Upon the Convention of the National Education Association, June 28 to July 4

By A. E. WINSHIP

Columbus, 1930, was selected by an overwhelming sentiment among the delegates. The invitation by Dr. William O. Thompson was epoch-making in every way. He has not functioned actively in the Association of late, but no one has rendered a nobler service to the Association and the cause of education in its broadest aspects than has he, and he was a famous leader in the Association for several years. His reappearance was magical.

Columbus won the delegates easily when it invited them to meet there in 1930. This acceptance was a notable tribute to Ohio, which will have had a meeting of the Association in 1925, 1929 and 1930. This breaks all records. Cincinnati, Cleveland, and Columbus will be an historical convention trinity.

Ruth Pyrtle's choice for the presidency by a three to one vote of the delegates was a notable recognition of wise and intensive service on important committees and for skilful administrative service in chairmanships and presidencies. She has earned this distinguished honor by eminent service and loyal devotion to the profession.

What Lindbergh was to the Boston meeting of the Department of Superintendence in 1928, the amateur golf champion, "Bobby Jones"—Robert T. Jones, Jr.—was to the Atlanta meeting. Hero worship is always an attractive incident in a great meeting.

Miss Effie MacGregor, principal of the John Burroughs School, Minneapolis, had a bodyguard of one-fourth of the delegates, and she very gracefully moved to make the election of Miss E. Ruth Pyrtle unanimous.

Willis A. Sutton, superintendent, won all sorts of honors and received unprecedented public recognition as host. He has rare gifts for the courtesies of such an occasion and is efficiency raised to the *n*th power.

The Atlanta meeting went on record heroically for greater efficiency in the elimination of illiteracy. The new element introduced by Mrs. Cora Wilson Stewart was to have the United States census taker enumerate the illiterates. It was a great surprise to some of us that it has never been done.

The best joke at Atlanta was the story that when sixty men and women were assigned to churches on Sunday, June 30, a man from Chicago was so hurt by not having an assignment he went home in disgust.

Dr. William M. Davidson, chairman of the Legislative committee, in his customary brilliant phrasing committed the Legislative committee and the National Education Association to hearty, loyal support of the Secretary of the Interior's plan of co-ordinating educational activities of the Federal Government. Dr. Davidson said: "He will be supported in the plans which he has in mind for enlarging their scope. I am convinced that we are now on the eve of a great forward step in the Federal Government's participation in education. Perhaps during all the lifetime of this movement there has never been such an opportunity given to a group of educators as that which now challenges Secretary Wilbur's conference."

John Dewey was the magnetic spirit of the week.

President Uel W. Lamkin had an up-to-date program by choosing as the general topic, "Education for a New World."

Sunday services in all churches in the city and in cities far and wide welcomed the visitors as never before. More than one hundred visitors occupied pulpits, and thirty of these were women. The intensity of Southern religious sentiment was interesting. There was no prejudice against women in pulpits. Catholic women were welcome in Methodist pulpits if it came that way, and there was no inquisition as to the evolution theory of one who occupied a Baptist pulpit.

Walter Williams of the University of Missouri, who has been the master orator of the National Editorial Association for a third of a century, had his first adequate opportunity to let the school men and women of America know what an eloquent journalist can do with a cultured audience.

No meeting of any Association could have a more impressive benediction upon the achievement of the week than the closing session of the National Education Association in its Atlanta meeting. Arthur M. Hyde, United States Secretary of Agriculture, in the final address rose to sublime eloquence which gave a thrill of preparation for the Adieu Song of that vast professionally consecrated audience. It was a glorious climax.

Lorado Taft has no superior in the art of pre-

senting art to a convention, and the spirit of the South put him at his best on this occasion. He gave a choice artistic flavor to the program of the week.

"Stone Mountain" was of supreme interest. It had been so extensively advertised by the daily press in the last five years that there was an intense desire to see it. There is no companion piece in the New World.

There were more automobiles in use all the time for courtesy use than ever before, and they were more freely used than usual.

President Lamkin was scheduled for fourteen appearances. J. J. Tigert for seven, William John Cooper and Florence M. Hale for six each, and Charl O. Williams, Willis A. Sutton, M. L. Duggan, and A. L. Threlkeld five each.

The barbecue was the innovation which was both amusing and enjoyable to the vast company. It was given with the compliments of the County Commission. It was probably the most expensive single feature of any hospitality which the N. E. A. has enjoyed.

Rotary and Kiwanis Clubs had luncheons on Tuesday at which all fraternity associates were heartily welcome. They were notable occasions. The Rotarians were at the Capital City Club, and the Kiwanians at the Henry Grady Hotel.

Southern hospitality was in action all the time, everywhere, by every one. Atlanta devoted itself to its guests more universally than has any other city. The city prides itself on being the Convention city of the South, and it demonstrated the justice of its claim.

The Atlanta school exhibits were far beyond the customary local exhibits. The city schools have several unique features which were attractively magnified.

The commercial exhibits were extensive and of a wide range. The South has never had such a visitation of educational commercialism before. "The Atlanta Exhibit" booklet was by far the best venture in its line.

All states were well represented by delegates.

A larger proportion of teachers in service from five states were at Atlanta than at any other meeting in several years.

There have never been as many pithy sentences that will cling in memory as on the Atlanta program. It was a virile program.

There was a notable absence of professionalists with patent-medicine cure-alls.

The presentation by Kyle T. Alfriend, executive secretary of the Georgia Association, of the gavel made from the oak of a tree under which Oglethorpe held his peace conference with the Indians was a great event.

It was a great event to have Josephus Daniels say that war is effectively out-lawed. He was a star actor on the Atlanta program.

President Lamkin was common sense personified and electrified when a decision was needed.

There was never a more brilliantly effective sentence uttered in the N. E. A. than when President Lamkin said: "If the Government wishes to speak to this convention it will speak through the Commissioner of Education, and not through the Treasury Department."

There was never a more telling argument for a Department of Education than in this paragraph in President Lamkin's address: "My parents were Southerners, and I am from Missouri, but I cannot see how a Department, any more than a Bureau, could take away state or local control. Certainly the Department of Commerce does not run American business. The Federal Government now spends $60,000,000 annually on education, but must do it inefficiently because it must carry on the work through forty bureaus. We teachers would rather deal with one organization in Washington than forty."

For the first time in North or South negroes were honored in public recognition for their part in the hospitality program of the city and state.

"Life membership" was the outstanding feature of the Atlanta meeting. That is one of Mr. Crabtree's great contributions. From first to last that has been his vision. It had slow growth for a time, but it has been ripening rapidly for two years, and the harvest this year has been marvelous. Six hundred life members in attendance upon the first "Life Membership Dinner" was enough of itself to make the Atlanta meeting a memorable occasion.

Last year at Minneapolis, for the first time since Dr. William T. Harris was United States Commissioner of Education, there was a hearty recognition of the Bureau of Education and the Commissioner in the resolutions of the Association, and in a notable address by William M. Davidson, chairman of the Legislative Committee. Dr. Tigert's service won this approval. This year Dr. William John Cooper was high man on all occasions. Neither Dr. Claxton nor Dr. Harris was more signally honored. This alone would have made the Atlanta meeting famous.

The Parent-Teacher Association of Atlanta was especial and sumptuous host to the National Association, and the prominence of the P.-T. A. was greater than ever. There were many reasons for this. The president, Mrs. S. M. N. Marrs, of Austin, Texas, has vitalized its programs, and Joy Elmer Morgan, of N. E. A. headquarters, has magnified its importance fabulously.

There were twelve dinners, twelve luncheons, and twelve breakfasts, all with capacity attendance. Thirty-six professional feasts.

There were 160 different women scheduled for addresses. This never happened before. It was a woman's year.

No other city in the South has as many Northern business enterprises with headquarters established there as has Atlanta, and they were all keenly active in demonstrating hospitality.

Alabama could hardly have been more devoted to the success of the meeting had it been in Alabama.

The State University of Georgia broke all records in attendance and professional enthusiasm.

It was a great educational revival for Georgia.

State Superintendent M. L. Duggan issued an appeal the day before the meeting opened, and gave it state-wide circulation. His closing sentence gives the spirit of the appeal: "We earnestly desire that all teachers, superintendents, boards of education, and school trustees take advantage of this exceptional opportunity. You cannot serve the cause you represent better than to catch the inspiration of this great convention and take it back to the community you serve. We can hardly exaggerate the potential benefits of this great convention to education in Georgia."

The attendance from foreign countries was unexpectedly large.

More than sixty cities in Georgia arranged for special meetings, and speakers were provided from the guests, largely from the North. There was never anything like this before.

Superintendent Willis A. Sutton made an unprecedented appeal to Georgians to attend the meeting. Here is the closing paragraph of his circular: "The State Superintendent, the superintendent of Fulton County urge every teacher, every principal, every school official and every Parent-Teacher Association worker to attend this meeting. A more cordial welcome awaits our own people from Georgia than any section of the nation. We invite you. We will welcome you. We urge you to attend. We insist that you help us in entertaining our national and international guests."

Those who neglected the meeting of 1929 for fear of the heat will have a fine time repenting of their folly the rest of their lives.

The Department of Classroom Teachers were quite "it" at Atlanta. They had a host of delegates, and they played their game en masse. They realize that they have the great body of the membership of the N. E. A.; that they pay the lion's share of the half-million dollars that flows into the treasury. Agnes Winn, of headquarters, and Edith B. Joynes, president, made exceptionally interesting arrangements, and there were more classroom teachers as delegates than ever before, and there will be more hereafter. This was very much in evidence.

Hon. Josephus Daniels, of President Wilson's Cabinet, made the opening address of the convention. It was a masterly address, but it was championing a cause which is very controversial just at this time, and it failed to get the response that its statesmanship justified. He honored the Association by being on the program and he made a brilliant plea for a cause in which he is tremendously interested. It bordered on propaganda.

A Personal Letter

The Atlanta meeting was a wonderful success. Atlanta made us all proud. You have never seen such hospitality in the South except in sentimental books! Every person in Atlanta, from the small newsboys on the streets, seemed to feel personally responsible for the success of the convention. I understand that over five hundred committees were at work to make the convention a success, and one felt them always there, powerfully, silently and efficiently at work "on the job."

Each state was adopted by a school, and the Parent-Teacher Association of the school never let us forget that we were *guests*, and therefore to be deferred to. At our state headquarters, for instance, fresh flowers were brought every day. A box of candy was replenished every morning on the table, and, master touch of all, a stock of home papers. Imagine it! Our school (the one who adopted us—the South Avenue School) also gave us a tea one afternoon, and each motherly soul who served us wore a sash pinned across her with "Welcome South Carolina" printed on it. I had my respect for the parents who pay school bills increased a hundred per cent. by my trip to Atlanta.

I do not know whether or not it was the fine spirit of fellowship and friendship evident, but I believe it was. There was not even any quarreling in the convention, not even when the report on delegates and kindred subjects came up. I am a decidedly peaceful, loving soul, and I simply expanded under the warmth of good fellowship. It does seem so foolish for us to get so hot under the collar as last year, when things will always work out right.

There was not even any bitterness over the election for president, as Miss MacGregor lost like a good sport and made a nice little speech the next morning when she asked the convention to make Miss Pyrtle's election unanimous.

I "preached" on Sunday morning at Porterdale, thirty-five miles from Atlanta. The big jolly Baptist pastor addressed us all as "Beloved," and since I was brought up in the fear of the Lord with just such kindly treatment I felt instantly at home. The glorification of our beloved South was complete and satisfactory.

Southern Hospitality

ATLANTA of Georgia has demonstrated that the far-famed "Southern Hospitality" is no myth, for despite the efforts of cities from Boston to Seattle, from Pittsburgh to Los Angeles, the meeting of 1929 provided the best weather, the best accommodations, the best universal devotion to all phases of attention by nature and human nature on record. We can do no better than to quote from a letter written by a Massachusetts principal whose reputation is high in Greater Boston.

"Georgia has been a royal hostess. Her hospitality is the most generous type. The attitude of love and reverence for all teachers expressed by the boys and girls of this vicinity in their manner toward us on the street and in their preparation for our coming is such a contrast to the blasé attitude of our Northern boys and girls that I am really delighted with it.

"I love my own, but I have to admit that a youngster once in a while shouts disrespectfully to a teacher on the street, and regards his teachers as disturbing curbs upon his perfectly natural desires.

"Down here they watch us and treat us as if we were beings of another order. I don't know whether I could live up to their faith or not, but it is beautiful.

"My own little rascals, gangsters, and imps of mischief I adore, and they regard me as a friend who will get them out of trouble if I can, but I don't think one of them regards me as superwoman. I don't know whether to be envious or relieved."

Presidential Wisdom

THE famous success of the meeting of 1929 is due primarily to the exceptional program. It was wholly unlike any other program ever planned.

The weather, the hospitality, the spirit of the South added much to the comfort and enjoyment of the delegates and other school people who came in vast numbers, but none or all of these could have made the meeting an eminent success had there been even one notable weak spot in the program.

There has never been a year when the national and southern atmospheres have had so many liabilities to cyclones, cloud-bursts, and earthquakes in human nature as at Atlanta in July, 1929.

There were fourteen programs for which President Lamkin was vitally responsible.

There were more than thirty Department programs in which President Lamkin was vitally and officially interested.

There were twenty allied programs and conferences over which the president could have no official control, and this year, of all years, an explosion could occur anywhere without previous protective preparation.

There have been tragedies in the sixty years of our experience with the Association without a hundredth part of the excuse therefor that there was at Atlanta.

And there has been no session with a more complete absence of troublesome friction than this year, and the credit, primarily, must be given to the preliminary arrangements and to almost superhuman wisdom and magnificent courage of Uel W. Lamkin.

The Cody Flavor

NO ONE whom we have known in our sixty years with the National Education Association has had as distinct and captivating a personality flavor as has Frank Cody.

This is not flattery, every one who knows Cody knows that it is true. He has given Detroit schools a flavor of personality which is scientifically sound, pedagogically progressive, and professionally wholesome.

The breakfast to the president of the Department of Superintendence was characteristically delightful, and his program of superintendents was one of the outstanding events of the week.

Walter Williams, Journalist

THERE was no feature of the program that was more significant than the address of Walter Williams, dean of the School of Journalism, State University of Missouri, on "How a Reporter Looks at a New World."

No one has presented the aims of education more brilliantly and sensibly than did he.

In the days when we were almost as active in the National Editorial Association as we have ever been in the National Education Association, Walter Williams was a great chieftain. He always said great things in a great way, as he did at Atlanta:—

"Education is the force that can blow up the Gibraltar of indifference and intolerance in the creation of a New World.

"The reporter scurrying around, seeing everything as it is and hearing all sides of every question, sees the New World in its newness. He sees it as a different world. He sees the New World as a challenge to fit things that have been to conditions that are.

"The reporter thinks in small units, lives in a small world. The educator has a wide view. He sees the need of tolerance because of his historical background. He has a perspective and must

accept responsibility for the advantage of his opportunities."

The Spellbinders

THREE of the three hundred men and women on the program gave the audience a thrilling thrill. Lorado Taft, artist, talked on art; Walter Williams, journalist, talked on journalism; Arthur M. Hyde, farmer, talked on farming. The vast audience of teachers evidently enjoyed something that was not teaching.

Parent-Teacher

THE National Congress of Parents and Teachers, Mrs. S. M. N. Marrs, Austin, Texas, president, has come into a position of great usefulness. Mrs. Marrs devotes herself to making it a vital force. Not only is she functioning in that organization, but because of what she is achieving there Secretary Wilbur has appointed her on his famous commission to study the whole question of national education. She represents single-handed the interest of millions of homes, fathers and mothers, and the relation of the teachers to these homes. Her responsibility is greater than that of any other member of that commission, and she will look after all the interests involved.

John Dewey

JOHN DEWEY was the accepted saint at Atlanta. He was revered as he should be, and he was given a life membership in the Association, and life memberships this year were the prize packages. They had a famous life membership breakfast for the first time, at which there were six hundred in attendance.

John Dewey has played several roles, in each of which he was Prime Minister. He was the big man in theorizing on teaching number about forty years ago. Then he was associated with Colonel Francis W. Parker in Chicago University. Then with Ella Flagg Young. Then in Columbia University, where he has been for forty years.

Dr. Dewey has never been ultra-conservative. Sometimes, yes, recently he has somewhat disturbed the ultra-conservatives, if we have not misinterpreted some of the propaganda literature we have received.

John Dewey has never said anything or written anything, can never say or write anything that can disturb the profession, that will never forget that it was John Dewey who said the school is not to prepare children for life, for they are living a real life now.

Colonel Parker, Stanley Hall, William T. Harris, Charles W. Eliot, and the others of his day have gone, and the Atlanta meeting concentrated their admiration of all of the saints of yesterday upon John Dewey at Atlanta.

Department of Education

THERE was no sign of any let-up in the crusade for a Department of Education. Every one knows that the Bureau of Education owes its glorious modernization to the wholesome fear on the part of the opponents that there would be a Department of Education voted by the next session of Congress if the Bureau of Education was not magnifying its service to the schools.

Dr. Charl Williams has done more for the Bureau of Education than was ever done by any Secretary of the Interior before; she got busy with the women and the Parent-Teacher organizations.

Every time she has a Congressional hearing the Bureau of Education gets an extra quarter of a million dollars more or less.

Secretary Wilbur's notable commission would never have been thought of had it not been needed to off-set the growing sentiment for a Department of Education.

The Atlanta meeting threw all sorts of bouquets to Secretary Wilbur and his commission, and everybody rejoices in the noble work that was started by Commissioner Tigert and is being gloriously magnified by William John Cooper, because, as some of us have always realized, the way to get a department is to have the Bureau of Education be more important than oil wells, and then it will either absorb the Department of the Interior or have a new department.

All that any of us want is adequate attention to the children of the United States.

On to Geneva

DR. AUGUSTUS O. THOMAS, president of the World Federation of Educational Associations, and virtually the creator thereof, made one of the best addresses by any of the regulation speakers. His theme, "The Meeting at Geneva," had none of the captivating opportunities which Lorado Taft, Walter Williams, or Arthur M. Hyde had, but he has a rare art of selecting salient points in a message and great skill in phasing and illuminating an address, and he was at his best on the opening meeting of the session

New World America

DR. GLEN LEVIN SWIGGETT, an Inter-American by nationality, a Washingtonian by residence, a college professor incidentally, an international organizer by profession, lassoed a Chilean, a few Cubans, a few Peruvians and Venezuelians, and a lively group of Mexicans, and

launched the Inter-American Federation of National Education Associations with nineteen Latin-American countries pledged to send official delegates to the meeting of the Association in some South American capital in 1930.

Dr. Swiggett organized the famously successful second Pan-American Congress, and he personally visited eight Latin-American countries in preparation for the initial meeting with the National Education Association at Atlanta. With the experience, energy and personality of Dr. Swiggett there can be no question about the importance of this new creation of an educational association.

President Lamkin of the National Education Association gave Dr. Swiggett and his group a hearty welcome and assured them that the United States would not submerge the South American interest in the evolution of their Association.

While the group meeting of the Inter-American Federation of National Education Associations was not an overwhelming affair it will associate Atlanta with the birth of the Association, and Uel W. Lamkin's name will always be linked with that of Glen Levin Swiggett in connection with the organization.

Protection from Propaganda

THE Atlanta meeting took an heroic attitude on protecting the public schools from the seductive influences of propaganda. A special committee on this subject, of which Dr. E. C. Broome of Philadelphia was chairman, had several intensely effective sentences. "Children should be given that flexibility of mind which makes for social evolution, rather than social stagnation. . . . The propagandist is knocking at the school door. In some instances he has already been admitted. There is nothing to indicate that he will overlook the school in the future. . . . The main purpose of propaganda is to teach what to think, while the guiding principle of education is to teach how to think. . . . The welfare of children is the primary function of a public school and is the only legitimate basis for acceptance or rejection of material offered for school use. . . . Constant alertness is the price of freedom from one-sided statements. . . . Material on debatable public questions should give unbiased presentations. Contests originating from outside the school are ordinarily of doubtful education value. . . ."

Vice-Presidents and Treasurer

THE eleven vice-presidents elected were as follows:—

W. F. Bond, state superintendent of public instruction of Jackson, Miss.

John E. Bryan, of Alabama.

Miss Florence M. Hale, of Augusta, Me., and state supervisor of the rural schools of Maine, who was re-elected.

W. H. Holmes, principal of the Mount Vernon, N.Y., High School.

W. A. James, of Austin, Tex.

Mrs. Eugenia West Jones, of the kindergarten department of schools of Los Angeles.

Miss Elizabeth McCormick, principal of the Timothy C. Howe School of Superior, Wis., who was re-elected.

S. M. Ragsdale, of Memphis, Tenn.

Miss Jean L. Soules, president of the Grade Teachers' Association of Spokane, Wash.

Willis A. Sutton, superintendent of the Atlanta schools, who received the largest vote of all contenders.

E. H. Whitney, assistant superintendent of schools of Portland, Ore.

The present treasurer, Henry Lester Smith, dean of the School of Education of the University of Indiana, at Bloomington, was re-elected.

Adult Education

ADULT education for the first time had the leading program of any department. There were six sessions with twenty topic assignments. This demonstrates the spirit of the Association which meets the needs of the education of all the people. The Bureau of Education has an assistant, L. R. Alderman, who devotes all of his time to this phase of education.

The official leaders of these sessions were: A. W. Castle, State Department of Pennsylvania; Alonzo G. Grace, Cleveland; Wil Lou Gray, State Department of South Carolina; Mary L. Guyton, State Department of Massachusetts; Marguerite H. Burnett, State Department, Delaware; and Charles J. Lunak, Chicago.

Elementary School Principals

MISS EVA G. PINKSTON, of Dallas, president of the Elementary School Principals Department, had no trouble in having a constant prideful thrill at Atlanta, for she knew that one of her flock would be elected to the presidency of the great and glorious National Education Association, and she had Willis A. Sutton, who was "walking on air" all the time that week, as her program specialist, and John J. Tigert, president of the State University of Florida, who was United State Commissioner of Education when her department blossomed wonderfully, was her banquet speaker.

Classroom Teachers

AGNES WINN has made the Classroom Teachers' sessions big enough and the

programs vital enough to have a meeting all their own, and Miss Edith B. Joynes of Norfolk, Virginia, president for the past year, has magnified the importance of the women who know the great responsibility of the public schools by intensified service in every section of the country, especially in state associations.

This is the one department whose most important session is "Open to Classroom Teachers Only." This year, judging by the peace and prosperity appearance of the classroom teachers all the time, there was nothing tragic done or planned behind closed doors.

Code of Ethics

THE Code of Ethics won universal approval of the daily press. The following editorials in leading daily papers in Northern cities are practically the substance of the opinions of all daily papers:—

THE TEACHERS' CODE

The code of ethics adopted by the National Education Association seems almost self-evident. It is not surprising that the vote of approval should have been unanimous, for the code merely puts into orderly expression what has been already adopted in actual practice. It is not new legislation, nor is it "the whole code of perfection," but it keeps before the eyes of those who are entering the profession the elementary commandments. It will no doubt be helpful even to some old in the profession at times when the opportunity offers to do a thing forbidden by the code, though it might be done with a conscience void of offense.

It is, for the most part, a code of warning to those who are constantly asking the schools to do something to further their selfish ends or promote their causes, however good. It is virtually a notice posted at the schoolhouse doors informing the public that propagandists, whether political, religious, social or personal, are not admitted. The school is so convenient an agency for reaching the whole population of a community, for getting into every home, for attacking some evil, for initiating some reform, that there is a great temptation to trespass upon its strictly educational work and to divert the interest of the teacher from professional duty.

The provision which is concerned with the salaries of the teachers—salaries "suitable to their place in society"—is again rather a notice to the public than the teachers' insistent resolve. If the teachers were suitably paid the temptation to do some of the things inhibited by the code would not present itself. It goes without saying that teachers should not tutor pupils in classes for pay nor accept royalties or commissions for books or supplies which they have had a part in selecting. This is elementary ethics. But it cannot be said too emphatically or too often that the school and the teacher must not be used as convenient means for the spreading of propaganda, the promotion of outside enterprises, or the solicitation of funds. This "code of ethics" should be taught the public by the teachers. They deserve to be protected from such intrusions upon their higher tasks.

HANDS OFF THE SCHOOLS!

The question of using the schools of the country for propaganda purposes has received another emphatic answer. On the heels of President Hoover's admirable action in squelching the plan to introduce prohibition into the curriculum comes the report of a committee on propaganda of the National Education Association. As delivered to the association, now meeting in Atlanta, it registers a forthright "no." The primary function of the school, it points out, is not to inculcate particular theories or beliefs, but to develop the power of critical judgment and independent thought on the part of the students.

This is exceedingly wholesome doctrine and should help to recall the people of the United States to a realization of the sacred trust that reposes in them as guardians of their children's minds. The committee discovered after a year of careful investigation that efforts were being made from a wide variety of sources to advertise commercial products, to advance special interests and to propagate particular theories in the schools. With the growing knowledge of how easy it is to influence permanently the plastic brains of school children has come an increasing pressure on educators to insinuate into their teaching all manner of special pleading. This is plain treachery to the innocent and helpless, quite as much so in its own sphere as would be the misuse of a trust fund. The school exists to teach the child not what to think, but how to think for himself; any other use is a betrayal of its purpose and a blow at thefoundations of American society.

The government has a peculiar obligation to respect this principle as an example to the many other agencies seeking to violate it. This newspaper has already gone on record in favor of a proper employment of propaganda in behalf of prohibition, but it stands with the President in his unwillingness to countenance the Sutter program. Incidentally, what a pretty row would have been the outcome had Miss Sutter been permitted to present her elaborate recommendations to the National Education Association on top of the committee's report just referred to!

The Code of Ethics was undoubtedly the most remarkable achievement of the National Education Association meeting.

That it was accepted unanimously and enthusiastically without a word of criticism was the most remarkable feature of it.

Read these paragraphs with care and think what it must mean to some school men in each case:—

The schoolroom is not the proper theatre for religious, political, or personal propaganda.

The teacher should not permit his educational work to be used for partisan politics, personal gain or selfish propaganda of any kind.

The teacher should not tutor pupils in his classes for pay.

The teacher should insist upon a salary scale suitable to his place in society.

The teacher should not act as agent or accept royalty, a commission or other rewards for books or supplies in the selection of which he can exercise an influence.

The teacher should avoid unfavorable criticism of other teachers except such as formally presented to a school official in the interests of the school. In regard to "talking down" the profession, it states: "Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering it those who are merely using the teaching profession as a stepping stone to some other vocation."

Miss Sarah T. Muir, Lincoln, Nebraska, was chairman of the committee on the Code of Ethics.

Noteworthy Messages

The Superannuated Teacher

Retirement systems are now in operation in twenty-three states, Hawaii, the Panama Canal Zone, Philippine Islands and Porto Rico. An act was passed by the 1929 legislature of the Territory of Alaska providing for a retirement allowance for teachers.

A large number of cities in states where there is no state-wide retirement plan in effect have adopted plans for retiring teachers with pay when age or disability has decreased their efficiency to a point where continued service is likely to lower the standards of achievement in the schools.

Progress in perfecting retirement laws is shown in the fact that seven states, Connecticut, Indiana, Maine, Michigan, Ohio, Pennsylvania, and Vermont, enacted teacher retirement legislation at recent sessions of the legislatures. Legislatures of eight other states during the last year considered in one way or another the establishment of teacher retirement systems and various professional associations and legislative committees investigated suitable legislation.

A higher degree of efficiency in schools is an important reason for retirement laws. Teachers are often retained, out of recognition for their long and faithful service, after they are incapacitated for effective work. Retirement laws provide for their release from duty with a continuance of a fraction of their salary.—*E. Ruth Pyrtle, principal, Bancroft School, Lincoln, Nebraska.*

Citizens Must Back Schools

The need for public co-operation in the development of school policies has become acute in recent years because the missionary spirit in teachers has led to an overemphasis of the ideal of teacher sacrifice with the consequent destruction of the ideal of pupil sacrifice.

There must be a stabilization of the idealism of youth and a new emphasis upon the theory and practice of citizenship. Doctors, lawyers, engineers must secure experience before they can practice on the public, but the greatest of all professions, citizenship, seems to require no experience—a pupil today, a voter tomorrow. Though youth has idealism, vision and high hopes, it lacks experience and the ability to make good judgments. It needs a background of public support among the people whose advice will be heeded by the press, the church, and the community. Most important is the task of developing a spirit among adults that will give recognition to the idealism of youth, develop character and serve as a barrage to protect the advancing forces of righteousness.

Chicago has a superintendent's Advisory Council, made up of representatives of the civic and professional organizations of the city interested in the schools. Social workers, physicians, lawyers, engineers, teachers, college presidents, city officials, college professors, clergymen are glad to give time, energy and constructive advice to the schools.

Problems of juvenile delinquency are being studied by a committee of psychologists, social workers, psychiatrists, teachers, clergymen, and others with expert knowledge of various phases of delinquency. A special investigator has visited many cities to discover the best methods of prevention of delinquency.—*William J. Bogan, superintendent, Chicago.*

Power Stimulates Thought

The two dominant landmarks as the traveler of the future approaches the cities of America will be the public schools with their surrounding playfields and the airports of the most traveled people of history. No one can estimate the intellectual stimulus which will go with the extended travel of tomorrow. The use of the automobile by the masses of our people has profoundly stimulated the mental life of America. The airplane will influence our thinking even more profoundly still. It is well to think of the National Congress of Parents and Teachers as having its great growth during an air age because just as air travel gives a new and most inspiring perspective of the world, the parent-teacher movement gives an overview of the human problems of the world.—*Joy Elmer Morgan, editor of The Journal of the National Education Association.*

The Road Ahead

When we once catch the vision that teacher-organizations are ours, that their outcomes are the results of our endeavor, we throw ourselves into them with the spirit of the crusader. We are grateful to the few teachers who had this vision some sixty years ago, and who put it into effect through the organization of the National Education Association. Educational organization is rapidly drawing the four corners of the nation into a community of common professional understanding and common professional endeavor. It is beginning to do the same to the four corners of the world. We look forward to the day when every teacher in the land shall directly benefit by membership in this great professional activity.

The elementary school looks forward to the solution of its biggest educational problem. We

cannot forego our educational philosophy nor can we forego the service that science is rendering to education. We are looking forward to the day when there will be no controversy between the two.

We are looking forward to the day when the emotional reactions of every child will receive the same professional consideration that moral, mental, and physical now receive.

We look forward to the day when every schoolroom in the land will be so furnished that every teacher and every child can work together in the most natural way possible.

The elementary school looks forward to the day when education will be represented in the national governmental family. We need the recognition that this will give to our profession to the same extent that the government needs our service.

We are looking forward to a 100 per cent. professional membership in our local, state and national professional organizations. In this way, only, can we bring about the benefits necessary to those in the profession. In this way can we improve our service so that present educational standards may rise to heights not yet visioned.—*Effie Macgregor, principal, John Burroughs School, Minneapolis.*

Homes Have Changed

Vocations are dynamic—not static. Homes and family life are changing with the new social, economic and industrial movements. Consumption is a more pronounced need in the home today than skill in production. The home no longer furnishes the chores and jobs that at one time kept youth employed, and gave such valuable training in habits of industry. Today leisure time hangs heavy or the idle hands find mischief to do. The members of the family seek their individual and separate places in the world of affairs and no longer do father and son, mother and daughter, work side by side in a common occupation or with a common interest. The girls of the household are in school or in paid service of some kind in their early teens before the responsibilities of the household have become familiar occupations. The women of the household are voters and office holders, and are found in the professions, in agricultural pursuits, and in commercial pursuits where they share with the men of the household the responsibility of earning incomes for family support. Such changing conditions in the home bring to those responsible for a homemaking training program, many new and unsolved problems.—*Adelaide S. Baylor, Federal Board for Vocational Education, Washington, D.C.*

Basis of Agreement

The United States finds itself in danger of a bureaucracy shaping the education of its children if it yields to the pressure being made to bring about federal control of schools. State control of schools in Prussia before the war and in Russia and Italy today are undemocratic and liberty-destroying tendencies the hatred of which has been a characteristic of Americans since the birth of the nation.

Federal and state participation in the education of children should be limited to the providing of funds for buildings and similar equipment, and needed financial aid. No strings should be attached to such financial help by which the local community's control of what is taught in the schools can be curtailed or abridged.

Much of the opposition to the Bill providing a federal department of education comes from those who fear the loss of local control in determining educational content and method. Those who want such a department believe that the powers and the funds of the state should be used to give equal educational opportunity to every child—something that doesn't exist today.

Both proponents and opponents of this measure might well join hands in advocating a federal department of education if they could agree on federal participation in providing the physical "externals" of education and leaving to the local communities the right to determine what shall be taught and how it shall be taught.—*William F. Russell, dean, Teachers College, Columbia University.*

The Child of Talent

In every community there appears now and then an unusual talent; every school reveals an occasional child with an authentic "vocation." As a rule these talents which might be capitalized for the common good are carelessly wasted. Potential careers of happy achievement are thwarted by lack of sympathy and understanding. Like the seed of the scripture parable they spring up gladly only to wither on dry rocks. There is inspiration in the thought that in learning to enjoy good art we are actually making ourselves better citizens and contributing to the welfare and advancement of the land that we love. And then when unusual talent appears unheralded we shall be able to recognize and protect it—perhaps the greatest privilege of all.—*Lorado Taft, sculptor, Chicago.*

Lip Reading

Every time the hard-of-hearing person is spoken to he has to make an effort to understand. This necessity for strain pursues him not only through his hours of school or work but into his every and most casual moment of social contact.

If there is anything that can relieve this strain, can make easier the business of understand-

ing which must remain always a task for him whose hearing cannot be repaired, he should have it and have it early in his career. So with wisdom at last our public schools are adding lip reading to the curriculum in the sure belief that proficiency in this skill growing through the years will relieve increasingly the hard-of-hearing boy or girl of his dread of conversational encounters, will spur him to greater alertness, and will foster in him a feeling of confidence and of self-respect.—*Marion S. Clark, teacher of lip reading, Cambridge, Massachusetts.*

Vitalize History

If our salute to the flag is to be not merely of the hand but from the heart, we must, with all due regard to the verities, make our history a living reality in the hearts of young America.

The opportunity to do this is knocking at our schoolroom doors. A nation-wide movement to perpetuate in vitalized forms the story of our country is finding expression everywhere in the erection of costly monuments, the creation of poems, dramas, stories, pictures that vibrantly reflect our history, and in the reblazing and marking of the fading pioneer trails that link our nation, east, west, north and south.

The old Oregon trail is western only in a geographical sense; historically it is decidedly eastern. It was blazed by heroes from every state east of the Mississippi. More than this, three hundred fifty thousand Americans—your relatives and mine—took that trail during the ox-team days and fully twenty thousand of them lie in unmarked graves along the way.

The year 1930 has been chosen as a time for our nation to pay its delayed tribute to the honored dead and precious few living covered-wagon pioneers who won for us the great West—our blended North and South.

Here is offered a golden opportunity for educators to participate in a splendidly patriotic service, and at the same time to teach with vibrant reality the great epic of the making of America.—*Howard R. Driggs, School of Education, New York University, president, Oregon Trail Memorial Association.*

Can we formulate an educational program for a civilization in which radical change may occur at any time, which is speeded up to high pitch, which by the use of power and machines is removing from the back of man the burden of weary toil, and yet which makes for standardized products and which measures its progress in terms of dollars and cents?—*William John Cooper.*

The world stands on tip-toe with sincere anticipation that, after long and fruitless delays, the peace which millions fought for and were sacrificed for may be advanced to fruition under Ramsay MacDonald's and Herbert Hoover's administrations.—*Josephus Daniels.*

The World Federation of Education Associations will undertake a world-wide study of the relation of education to international understanding.—*Augustus O. Thomas, Commissioner of Education, Augusta, Maine.*

First-hand experiences in nature studies make life more worth living, create beauty wherever possible, develop character, health and better citizenship.—*Emilie Yunker, Louisville, Kentucky.*

The junior college movement is growing with such rapidity that the pioneers in business education have a distinct opportunity to plan their courses to best serve the needs of the young men and women who seek the training that they offer.—*H. G. Shields, assistant dean, University of Chicago.*

We know that backward and retarded children tend to leave school at the earliest moment the law will permit. Deafened children are rarely backward, but many are retarded. We find them in this group of thousands who leave at the earliest legal moment. Careful and early educational and vocational guidance would salvage this waste of quality man power.—*Estelle L. Samuelson, the New York League for the Hard of Hearing.*

To learn to live happily at home means learning the fine art of living with others, everywhere. Everyone needs help in developing his individual capabilities as well as in learning to live happily with others. The home and the school should co-operate in giving this aid. Home-making is essentially the study of the family we live with; the food we eat; the houses we live in; the clothes we wear; and our relationships each to the other in our homes and in our communities.—*Maude Richman Calvert, Oklahoma City, Oklahoma.*

The opportunity for the schools lies not in further emphasis on studying or teaching morals, but in consciously creating situations that call for practice. The aim is not so much to deal with cardinal virtues such as truth and honesty, but rather with the application of these virtues and with the conditions conducive to their practice.—*Charles A. Brown, associate superintendent of schools, Birmingham, Alabama.*

The elementary classes almost everywhere remain free, on the quite generally accepted theory that society owes it to itself to throw no obstacle in the way of bringing up the general level of education to that of the eighth grade.—*Frederick S. DeGalan, director of evening and summer schools, Detroit, Michigan.*

Science has been and continues to be one of the most popular subjects in the high school. This is no accident. Subjects compete with each other and survive or are eliminated as they are able to be adjusted to meet the ever-changing demands in schools. In this scientific age it is no wonder that science holds a firm and unique place in the popular regard.—*Francis D. Curtis, associate professor of Secondary Education and of the Teaching of Biology and General Science, University of Michigan, Ann Arbor, Michigan.*

Think what it means to a child's health and contentment to live out in the open at least part of the day, to dig to one's heart's content, to plant seed or tree and watch things grow, to feel the majesty of the trees, to enjoy the beauty of a flower, to listen to the chorus of the birds! Is there anything more healthful or educative?—*Emilie Yunker, Louisville, Kentucky.*

We no longer expect to find the farm boy doing the impossible; we no longer hope to see him single-handed reorganize the whole economy of the home farm. The boy is no longer used as a means of improving farming, but the farm is used as a means of improving the boy.—*John T. Wheeler, Georgia State College of Agriculture, Athens.*

The teaching profession does not as a rule discover, encourage or develop, to any marked degree, the creative type of thinking. As a result, there have been few creative thinkers in the field of education.

To attract more of the best minds, encouragement must be offered to the genius type of teacher and administrator in public education.

After the prime requisites of intelligence and independence in thinking have been fulfilled, there are certain things which will contribute to greater efficiency in teaching.

There must be a different and better sort of training. The college must give us the philosophy and the knowledge of subject matter. The schools must do the training of teachers in technic.

The colleges are not equipped to provide the technic of teaching. The colleges should supply the philosophy of curriculum making, but the building of the curriculum should be the task of those who are in the field.

The colleges could and should make a real contribution to the cause of public education through admitting to teachers' colleges only those who possess the personal and intellectual qualities requisite for successful teaching.

The selection of teachers is a service and a responsibility which must be assumed by the superintendent.

The schools themselves should take over the training of young teachers in classroom practice because this training can be more effectively done where the problems of teaching arise. It can be done best by those who are skilled in the technic of the classroom.

The individual school must provide a plan for continued growth and stimulation within the school itself.

There must be a plan whereby, after a probationary period, there shall be provided elimination of those who do not give promise of continued growth.—*A. C. Eldredge, assistant superintendent, Cleveland, Ohio.*

In our participation in legislative problems we should seek to enlighten our law-makers rather than to influence them. The best progress, and only permanent progress, is evolution and not revolution.—*John W. Vickerman, president, Cleveland Teachers' Federation.*

Consider just what the teacher's mission is—the duty of preparation for citizenship in an ideal democracy. Is it possible that the profession of teaching, the supreme profession of all professions, relieves those engaging in it of civic responsibility, lessening in a way the duties of citizenship? Can the teacher of the future citizen train for citizenship in the highest way unless she herself is allowed to participate in civic affairs and bear in a large measure the responsibility of citizenship? Participation is one of the world's greatest schools.—*Lula Mock, president, Dallas Grade Teachers' Council, Dallas, Texas.*

Shall the elementary teacher be merely a spectator as others determine her fate, or shall she take her fate in her own hands and make it what she wants it to be, and what, for the sake of education, it should be?—*F. Blanche Preble, teacher, Chicago, Illinois.*

Health is one of the objectives in secondary education according to the cardinal principles of secondary education of the National Education Association. Consideration for the health of the pupils should be a policy consciously but inconspicuously followed by every member of a secondary school staff.—*Ethel Perrin, staff associate, Division of Health Education, American Child Health Association, New York City.*

All pupil training has for its ultimate goal the control of behavior and a happy adjustment to the school situation. From one point of view the human child is but a mechanism for the release of energy. Parents and teachers are chiefly con-

cerned with securing conformity to certain conventional patterns, whereas the child responds to stimuli naturally and with small regard for adult standards. In many school situations pupils are classed as disorderly, rude, perverse, or even delinquent, when in reality they are only giving a natural response to the artificial situations created by the school procedure.—*A. M. Meyer, director of Junior High Schools, Orlando, Florida.*

Farm relief, permanent, effective farm relief, can come only through the rural schools.

Schools can prevent over-production by educating more pupils so that they can leave the farms if they wish. Many young people with a broad enough educational background to make them effective and happy in either city or country life will choose city life rather than stay on the farm while over-production continues.

Schools can make country life more satisfactory. This can be accomplished by two things, both within the control of the school: First, increased individual efficiency; second, a higher standard of living. The school program in vocational education can be extended and improved. Effective cultural work can be introduced into the courses of study.

Schools can improve the marketing of farm products. The effectiveness of a system is dependent on the personnel. Intelligent, educated farmers who understand economics can either improve the present marketing system or revise the system if it needs revision.

Schools can make farm relief permanent. The future conditions that may arise in farm life cannot be predicted in detail. It is certain that able and well-trained people can meet whatever situations may arise.—*Norman Frost, professor of rural education, George Peabody College for Teachers, Nashville, Tennessee.*

Create in pupils an interest in the subject of shorthand. When the interest is aroused, and the desire awakened, the students are willing to learn shorthand, a language, as it were, of symbols and signs. Inculcating a love for the subject of shorthand develops in students confidence, quick thinking, a broader vision and an ideal for the work in which they have been fitted.—*Addie Steinheimer, Commercial High School, Atlanta, Georgia.*

Man's inventions have made his physical world smaller, his social world immeasurably larger. Today man's neighbor is the coolie of Southeast Asia, the man of the Kirghiz steppes, the Eskimo with a radio set. There are the few who, through mastery of principles, make inventions; there are the many who without adequate understanding use them. To bridge the gap between them, teachers as interpreters find their work. They must parallel outside material progress with inside understanding of its meaning. Their pupils must become intelligently and sympathetically sensitive to the hows and whys of a changing world, determined to promote its progress, not merely to profit by it. Geography study and travel are the best ways to develop respect, sympathy, and understanding for people differing from ourselves, and to get real knowledge of their problems.—*Harriet Smith, Sam Houston State Teachers College, Huntsville, Texas.*

The modern home maker is as unlike her predecessor as the radio is unlike the phonograph. The home-maker today is the family financial agent. She does both the spending and the saving. Half our national income, or thirty-five billion dollars, is spent in retail stores each year. It is estimated that women spend eighty-five per cent. of this. The home maker needs and wants education to make her a more discriminating purchaser. The margin between income and expenditure is the margin of satisfaction, contentment and happiness. Home economics should so adjust its subject matter as to put emphasis on the financial affairs of the home.—*Jessie W. Harris, head of School of Home Economics, University of Tennessee, Knoxville.*

The home is just beginning to come into its own again in the scheme of education. It was the first educational institution, but with the advent of public instruction came a general misapprehension as to the indispensable function of the home in the educational system.

Although justly reckoned the basic institution, the home was the only one that escaped general study, due to a prevailing reluctance to approach in a frank and scientific spirit the delicate questions involved, or to meddle with the intimate adjustments growing out of centuries of experience. Parents are studying the physical and mental growth of children. They realize that their education did not fit them for parenthood. Out of their demands a whole new bibliography has arisen —books and periodicals dealing with problems of the home and child training. As a consequence this "Century of the Child" has witnessed a growing interest in the child unparalleled in history in its extent and sincerity. The home is the drum major in education, marching gallantly out in front —usually the front page of the daily press. Calling attention to its own inefficiencies and its own acceptance of blame has done more than anything else to prove the fallacy in the assumption that youth can go through the world without education for the great problems of parenthood and family relationship.—*Mrs. Bruce Carr Jones, seventh vice-president, National Congress of Parents and Teachers, Macon, Georgia.*

To attempt to set up new technics in Junior Business Training without consideration of modern business technics is impossible. The demands of modern business should be met squarely, and the latest investigation and researches should be used by the teachers of the commercial sciences.—*Lloyd L. Jones, formerly assistant commissioner, Board of Education, Cleveland, Ohio.*

No other section of the American public school system is so thoroughly befogged with attractive fancies which are untrue as is secondary education. Among the unsound fancies connected with secondary education is the one, held by a large percentage of the American public, that the memorization by high school pupils of large foreign-language vocabularies, masses of data about authors, literary masterpieces, mathematical relationships, scientific processes, and historical events is a fruitful preparation for modern life. I believe that if the facts were scientifically determined it would be found that such memorization, which is the usual goal in high school instruction, actually unfits young people for successful living. Most high school teachers and principals fancy that they know exactly what secondary education ought to do for boys and girls, and many of them fancy that the high school is actually accomplishing these purposes.—*M. R. Trabue, University of North Carolina, Chapel Hill.*

The teacher who is interesting, who carries on her work in a spirit of educational adventure, whose mind is excited by new happenings in her own life outside the classroom, whose personality is still growing—that is the teacher whose work today will mark America tomorrow.—*Mrs. Nettie Rankin Bolland, High School of Commerce, Portland, Oregon.*

A few enthusiastic promoters of child-centred schools and activity programs are omitting tests and drill entirely. However, the more inspired the teaching and the greater the freedom from daily routine, the more necessary it is to have some dependable means of appraising pupil progress.—*Harold H. Bixler, director of testing and guidance, Atlanta, Georgia.*

Social studies are a combination of history, civics, geography, and economics. One cannot be taught without trespassing on the premises of the other. So the merger idea has been adopted in the educational world in order to prevent an overlapping of subject material with the consequent loss of interest on the part of the pupil as well as economizing his time and effort.—*Nancy Miles Batman, Social Studies Department, Eastern Junior High School, Louisville, Kentucky.*

The schools should include a regime conducive to physical development of the finest order, a social organization which gives the child practice in the best type of social relationships, and an emotional adjustment which is stimulating and wholesome, as well as broad experience which will develop an intellectual outlook which is as comprehensive as the maturity of the child will enable him to compass.—*Winifred E. Bain, State Teachers College, East Radford, Virginia.*

We are beginning to realize that the motion picture is not merely a form of entertainment or a novel method of projecting pictures. Neither may we limit it by terming it a visual aid. It is more than an aid—it is a visual form of communication as opposed to aural communication. Aural communication embraces both the spoken word and the printed page. It is convenient and for ages has been the only form of communication which could express the present tense. For these reasons it came into wide usage and the early pictorial forms were abandoned except as aids to the aural forms. But the motion picture has imbued pictures with the power to express present tense. No longer need pictures only say "was," for they can now say "is" just as do the aural forms.—*B. A. Aughinbaugh, state supervisor of Visual Instruction of Ohio, Department of Education, Columbus.*

American education is bordering on a heavy production but low quality in attainment standards, due primarily to the common customs pursued by methods of compulsory education. We need to supplant these customs and devise some scheme by which the average school may offer the child a variety of interesting objectives which stimulate rather than force him to attempt those tasks which are outlined by our present-day school curriculums.

All present-day methods employed by elementary schools are reinforced by elementary school libraries. They vitalize the possibilities of enriched courses of study, stimulate children of varying ranges of mental ability, tend to develop intellectual curiosity, and lend themselves to the important task of inviting the child to share in man's greatest university, the world of books.

Social values are not to be discounted in estimating the benefits derived from libraries as integral parts of elementary schools. Library activities are fundamentally educational; they enrich the curriculum; they stimulate initiative on the part of pupils and develop healthy minds; they socialize and democratize values.—*Bess Clement, principal, Eliza Clark School, Clarksdale, Mississippi.*

The first job of the public schools is to guarantee to every child a healthy, sound body and a physical education that will equip him for this industrial age of speed and strain.—*James E. Rogers, president, Department of School Health and Physical Education, N. E. A.*

Sales Talk to Fathers

By ARTHUR DEAN

Almost every father prides himself that he is a good salesman and something of a practical psychologist. While he may not know all the psychological terms and may not be able to give offhand all of the scientific ideas behind salesmanship, he does know that in order to sell something he must establish favorable relationship with the one to whom he hopes to make a sale.

A salesman must develop a situation which tends to create a sale. And the prospective purchaser must develop a response to that situation or else no sale will be made. A job for a salesman is to get a response of the kind which results in the prospective purchaser signing on the dotted line. There is no sale of course if there is no right response.

Now this same father who is so proud of his selling ability will fail over and over again when he tries to sell something to his children. He forgets that his youngsters are his customers. He knows well enough he has something they ought to buy. But he does not always know he must develop a situation of such a type that his children will respond to it. He does not practice the selling theory that he must present a picture which will result in his children signing on the dotted line.

Unconsciously, perhaps, fathers do mighty well in the very early days with their children. One of you fathers may remember the time when your Johnnie first walked, or rather tried to. The situation you developed was a smile, the reaching out of your arms. What happened? Johnnie responded to that situation and he walked. You made walking attractive to him, so he signed up on the dotted line for walking.

That's well and good. You repeated the situation, then Johnnie repeated the walking. You kept it up, so did he. The result was that Johnnie was sold to the walking proposition and was sold to it so often that he began to walk without thinking. Practically every father has sold the walking proposition to his child, just to the same extent that he sold the shaving process to himself. In neither case does either party have to bother to think of responding to the situation — the action becomes automatic.

But when the child is older fathers fall down on their salesmanship because they do not know how to develop a situation (to speak in salesmanship terms) of such a kind that their children will respond to it. They do not know how always to present a picture which will result in their youngsters signing on the dotted line.

It takes as much technique for a father to sell goodness, obedience, good habits, cleanliness and virtue to his child as it does to sell auto accessories or plumbing supplies to prospective customers. Remember this, fathers, when you want to accomplish something with the youngsters.

And perhaps "sales psychology" has its applications in the classroom.

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EDUCATION IN ACTION

Citizens War on the High School Principal

Police took a prominent part in the commencement exercises of the Northeast high school of Elkton, Md., when they formed a bodyguard for the school's principal, Douglas M. Bivans, after he was threatened by a number of citizens who were indignant because the daughter of a prominent family failed to receive a diploma. Bivans was notified that he was going to be "tarred and feathered." Miss Mildred Logan had expected to graduate and had ordered her graduation dress and sent out invitations to friends to attend the exercises. Later she was informed she was no longer a member of the graduating class. Bivans escaped bodily injury at the exercises, but learned from the jeers and threats of the crowd and from the fact that air had been let out of his tires that he did not stand in good graces.

New College Sought For Hartford Youth

Establishment of a college or university in Hartford, Conn., which will be primarily for the youth of that vicinity who find it difficult to attend established institutions, is proposed. A meeting of representative citizens, teachers, business and professional men is to be held soon to discuss the matter. The proposal has been submitted to school officials, members of the Hartford Seminary Foundation faculty and to Dr. Remsen B. Ogilby, president of Trinity College.

Gloomy Critics Of Student Err

The college youth of today—despite "sensational publicity" to the contrary—is typified by high character and constructive thought, according to the Rev. Dr. William C. Covert of Philadelphia, general secretary of the Board of Christian Education of the Presbyterian Church, U. S. A. Dr. Covert declared that he had "no sympathy with the harsh critics of modern youth." He upheld the college students of America as a sound and substantial group, despite the social problems which the generation faced. Their desire for knowledge and progress, he declared, constitutes a direct challenge to the church to place its teachings upon a basis which will meet their requirements.

Schoolroom Drive Denied by Dry Unit

The Treasury Department has declared that it is "not expecting to carry on a system of propaganda in the public schools" in connection with prohibition. To this end it suppressed the "Hints to School Teachers" pamphlet recently compiled by Miss Anna Sutter, educational director, and thereby completed its veto of her plan to carry the battle for prohibition into the public schools. Miss Sutter intended opening an "educational campaign" at the N. E. A. convention at Atlanta, but at the last minute her superior officer decided that the pamphlet through which she had been planning to revise the "three Rs" should not accompany her. It was in the "Hints to School Teachers" that Miss Sutter had outlined her ingenious suggestions for permeating the atmosphere of the schoolroom with the benefits of prohibition. She had suggested that arithmetic, English, civics and other lessons should be based on prohibition "problems."

Reading Survey Of Rural Homes

The Bible is the only book found in 234 of 831 rural homes in Cullman County, Alabama. There is a general lack of books, magazines, and newspapers in most of the 831 homes—twenty-three have no reading matter of any kind. The county library books which the children are carrying to their homes from the schools are being read by more persons in the homes than in the schools, and of these "mother" is the most frequent reader. These are among the outstanding facts shown by a reading survey of rural homes in Cullman County made by the rural teachers of the county under the direction of the county superintendent of education. Notwithstanding the lack of books, magazines, and newspapers in most of the homes, the surveyors were surprised to find that some homes contain libraries numbering from one to three hundred volumes. The character of the books is largely religious.

Radio Teaching Next Big Step

That radio will have a great effect in motivating study and stimulating interest was the view of the Advisory Committee on Radio Education, appointed by Secretary Wilbur, at the first meeting held in Chicago. Many institutions and school organizations have been experimenting with radio as a medium of instruction. The results have not been wholly determined, but it is believed that the possibilities are great. The whole question will be thoroughly studied by the committee. Steps were taken to raise $25,000 for the financing of the committee's investigation, the result of which will be embodied in a report to be submitted to the Secretary of the Interior not later than January 1, 1930.

High School Class Writes His Speech

The Lancaster, Mass., High School class of 1929, alias John Samuel Gilmore, was graduated in the town hall, and as John was the whole show on the program, the school committee received such a flood of applications for tickets that it had to limit them to the capacity of the auditorium. The occasion of John Samuel being the lone star of his class was due to the fact that all his former classmates graduated from other high schools, principally in Leominster and Clinton. After an overture by an orchestra and invocation by a local pastor, John Samuel Gilmore read the class history. Following selections by the Lancaster Girls' Glee Club, John S. Gilmore read an essay on chemistry, and after chorus singing by the school pupils, J. Samuel Gilmore presented the class gift, which was accepted by the chairman of the school committee. Music sketches followed the presentation of a diploma to J. A. Gilmore. The exercises were concluded with a reception by the full class membership, John Samuel Gilmore, himself.

Women Teachers Plead Equality

The claims of New Zealand women teachers to full equality with men were strongly urged by Miss E. Andrews, president of the New Zealand Women Teachers' Association, in her presidential address at the association's annual conference. They saw in their own country, she said, the survival of the ancient prejudice against women. Women were kept in subordinate positions in every branch of the teaching service. "On every side we see junior men fresh from the training colleges stepping into positions and obtaining promotion with little or no competitions, while women wait for years before they can take one of the few, the very few, advancing steps available," she declared. Women teachers, said Miss Andrews, did not ask for preference, concessions, or indulgence. They asked for justice.

O'Shea Bars Credits For Religious Work

Religious instruction given by public school teachers in religious centres after school hours will not be credited to them as a qualification for receiving annual salary increases, Dr. William J. O'Shea, superintendent of the New York City schools, declared. The superintendent's statement was in reply to a request by the Teachers' Council requesting that such instruction be recognized, along with other outside activities, such as club and health improvement work, as alternatives to the thirty-hour course required of teachers annually by the Board of Superintendents.

Chicago School Looks Like Home

A public school with the environment of the home has been built at Ravinia, a suburb. With its three and one-half acres, the school looks like an old mansion. In the rooms for the kindergarten and lower grades there are fireplaces and the furnishings of a home. Rooms for the upper grades approach the generally accepted severe lines of a classroom, but wherever possible a softening influence has been added. The school yard is abundant with shrubs and flowers, and along verandas and windows are flower boxes. Ravinia is popular with well known artists and musicians. One of its attractions is the outdoor opera grounds.

Jaw-Breaking Names In New Mathematics

Newcomers in electrical engineering, gudermannians and lambertians, both refined mathematical terms, are described for the American Philosophical Society by Dr. Arthur E. Kennelly, professor of electrical engineering at Harvard. Dr. Kennelly is one of the scientists who discovered the layer in upper air that reflects radio waves back earthward. The two names describe relations of angles and curves. "Already there are indications that they are used in electrical engineering and other applications may be expected," Dr. Kennelly says.

College Men Too Numerous

Snobbery has overcrowded our colleges with a host of unfit students whose sole motive in education is social advancement, according to Dr. Franklin H. Giddings, noted sociologist, former member of the Board of Education of New York City and Professor Emeritus of Sociology at Columbia University. Too many of the proletariat, says he, are being encouraged to live by professional activity instead of by the "hewing of wood" for which alone their intellectual capacity suits them. For the masses, says Dr. Giddings, the three R's and a knowledge of how to safeguard and enjoy life are quite sufficient, and more is even injurious to themselves and the community.

Anti-Missionary Turks Will Shut Schools

A campaign to banish foreign missionaries from Turkish territory has been set on foot in Constantinople with the formation of an anti-missionary society. It already counts 100 members, most of whom are representatives of the Turkish press. The movement is directed chiefly against American and French educators in Turkey, who, the association claims, are still essentially missionary in spirit, even though the republic's law prevents them from carrying on active and open religious propaganda in the schools which they maintain. The society is led by Zecheria Bey, a Turkish publicist who is a graduate of Columbia University, and who has spent many years in America. The virulent attacks are directed not only against the schools run by the Boards of Foreign Missions, but also against the Near East colleges, Robert College and Constantinople College for Women. Although the Turkish Government has allowed this association to be formed (no association of any kind, even a sports club can be formed without official consent), it has taken no action against the schools which the association is attacking.

Italy's New College Tests for Foreigners

Italy's youngest college, the University for Foreigners, established in 1925, at Perugia, appears to be growing in favor with young people from all parts of the world. The university is quite distinct from the ancient university which has a very old foundation and faculty in science, humanities and medicine. As it is only open in the summer months it draws many teachers from all parts of Europe and is able to instruct them in the Italian language and literature and the history of Italian art. Last year 300 students attended its courses. The University for Foreigners opens the last day of June and closes in September. The Italian Government gives foreign students special travel reductions and reduced passport fees. Hotels and boarding houses make reductions on their usual charges for foreign students.

See Record For Education Week

American Education Week will be observed more arrestingly this year than ever before throughout New England, proverbial home of "The Little Red Schoolhouse." Superintendents of schools, mayors of cities and selectmen of towns, local officials of patriotic organizations, parent-teacher associations, churches, fraternal and labor organizations, chambers of commerce, women's clubs and other agencies are soliciting advice from the Bureau of Education and the National Education Association as to how they can most helpfully co-operate in the nation-wide drive to acquaint the public with the work of the schools, with their ideals, their achievements and their needs. America's most distinctive and best gift to civilization, the public schools, during the week which includes Armistice day, November 11-17, will be made the theme of the press, the platform, the pulpit and other good-citizenship agencies.

Girl Asks For Man's Size Job

Georgiana Harriet Peeney, twenty-two, of Evanston, Ill., is looking for a full-time, man-sized job. She has two degrees in engineering. She was graduated by Northwestern University this year a bachelor in civil engineering and a master in industrial engineering. The latter degree is the first Northwestern has granted. Miss Peeney is a competent mechanic, a marksman, a sorority member, and paints, hunts, breeds livestock and studies birds. She handles a saw as well as her father, she says, and he is a carpenter. She's not an ordinary sweet girl graduate — she stands six feet tall, is stocky and broadshouldered. "I wish I was a boy," she said. "Then I would be able to go to West Point. If war is ever declared, I'll be one of the first to enlist. If I can't fight, I can draw maps and keep records of manoeuvres and battles."

Colleges Arrange To Pool Professors

Colleges and universities in the vicinity of Philadelphia will "pool" their professors next fall in carrying out a plan adopted at the suggestion of W. W. Comfort, president of Haverford College. Short series of lectures will be given reciprocally at neighboring institutions by members of the Philadelphia faculties, according to the plan, which goes into effect in September.

Congo's Home Arts Schools Prosper

Belgian Congo schools for domestic economy continue to show good results, according to a report received in Brussels. These schools generally have a section for future housewives, who are trained in housekeeping and are taught to sew both by hand and by machine. In Lulwa the young natives who have had some education insist that their brides go to school for a

time before marriage. Some of the schools have large enrollments. The one at Tumba has 356 boarders of whom 136 expect to teach in rural schools. When they leave the school they still remain in touch with it, returning for their holidays so as to continue their education. At Magembo there are 400 pupils; at Gingunsi, 450, and at Nyidinga, 250. The schools in the Kivando have an attendance of 34,950 pupils and 2,422 monitors.

Aviation Law Study Is Begun

A program of research in aviation law has been introduced at New York University, it was announced by Frank H. Sommer, dean of the law school. This legal and legislative research service is under the direction of Harry J. Freeman, research fellow-in-law, and has been established in co-operation with the Aeronautical Chamber of Commerce, which is recognized by the United States Department of Commerce as representative of the industry. According to Dean Sommer, funds have been made available to begin the research work, one of the first moves in this direction to be undertaken by any American university. In connection with the research department, a library on air law affecting both aviation and radio, has been established at the Washington Square centre of the university, which now has a complete file of all legislation in the country affecting these two new industries.

Work and Study Combine Well

Outside work and study combine to produce better college students than study alone produces, according to figures correlated by Professor Charles W. Watkeys, director of the University of Rochester survey, who has just completed a study of senior employment and its effect on academic standings. Students engaged in outside employment at Rochester, according to Professor Watkeys, attained an average grade of 75.07 per cent., while those who had plenty of free time to devote to textbooks, library and laboratory attained an average of only 74.64 per cent. One senior student, working 40 hours a week at outside employment, the greatest number of hours recorded, also attained one of the highest grades, 80 per cent. A rough average at Rochester indicated that 70 per cent. of the senior men were working. Most of the employed students devoted more than 17 hours a week to outside work, eight worked 30 hours, three 35 hours and one 40 hours. From his figures Professor Watkeys drew the conclusion that outside employment has little serious effect on academic standings.

TREND OF THE TIMES

WE ARE CAPTIVATED by the magic of our machines, and life has become to many of us the process of using automobiles and vacuum cleaners and electric ice-cream freezers, declares Raymond B. Fosdick. "Standards are based upon the procession of all these new contrivances and they become the objects for which life is lived. We rise from one social and economic level to another as we acquire an automobile or a washing machine or equip the house with electric lights," he continued. "Now the tragic part . . . is that with all their mechanical improvements, the people do not seem particularly happy. Worse than that, the life that they live, compared with the way life could be lived, seems unutterably dull."

SECRET BALLOT was used for the first time in Brazil recently in the elections to choose a member for the municipal council in Bello Horizonte. The state of Minas Geraes is the first to change its constitution to legalize the secret ballot. In the past it has been the custom for a voter to write the name of his choice in the presence of the election officials, then place it in an envelope and deposit it in the ballot box.

TRANSIENT POPULATION of New York City burns up bodily energy twenty per cent. more rapidly than the average resident because of the effect of city noises upon the nervous system, Dr. Wallace B. House, professor of neurology and psychiatry at the New York Homeopathic Medical College and Flower Hospital, said recently. "The New Yorker," Dr. House declared, "becomes more or less immune to city noises through sensory adaptation. The transient visitor, however, is likely to respond to the unusual clamor with a free reaction which increases or decreases respiration rate, tends to create abnormal muscle tension and sometimes causes heart changes."

QUESTIONNAIRE has been adopted by the International Labor Conference at Geneva to be sent to the various governments with a view to measures being taken for the regulation of the hours of work of salaried employees or "white collar workers." The conference decided to discuss the draft convention for recommendation to the governments at next year's conference. If the convention is adopted next year, it is expected to prepare the way for legislation in different countries affecting millions employed of both sections.

REDUCED SIZE of the new paper money being issued corresponds roughly to the present purchasing power of the dollar, which, measured by the wage earner's cost of living, has shrunk to about two-thirds its pre-war size. In dimension the new dollar bills are about two-thirds the size of those they replace, and the present dollar has a purchasing value of about sixty-three cents in buying the ordinary necessities of life, as compared with the pre-war dollar.

ERECTION of a large steel building put together without a single rivet has just been completed at Niagara Falls, N. Y. The building is said to be the first large structure in which gas welding has been used entirely. Building experts declared that construction of this structure foreshadows the time when large cities will be free from the riveter's racket and modern skyscraper construction will go on comparatively without noise.

CARBON MAKES UP sixty-five per cent. of the content of the dirt in New York City's atmosphere, which could be converted into 3,000,000 pounds of highly volatile fuel, according to Professor H. H. Sheldon of New York University, who conducted experiments for the Smoke Nuisance Committee. He said that the city's electric light and power plants could be kept running for six hours out of the twenty-four on the carbon contained in the 2,200 tons of dirt and dust that is part of the city's atmosphere. Analysis of the dust in Washington, D. C., showed only one thirty-sixth the amount in New York's air.

FROM MEMBER OF CONGRESS to county clerk, Governor to game warden, mayor to sheriff, women have served or are now serving, and the numbers of women elected or appointed have been increasing every year since the woman suffrage amendment became effective on August 26, 1920, according to a survey just completed by the National League of Women Voters.

AMERICAN EXPORTS to South America increased 48.4 per cent. in the first three months of 1929, as compared with the same period of a year ago. More than one-tenth of all American exports for the first quarter were taken by South America.

The BOOK TABLE

THE CLIMBING TWINS AND OTHER STORIES. By Bertha Clark. Illustrated by Blanche Fisher Laite. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Here are forty thrilling stories which no pupil can help enjoying as he reads it or hears it read by another pupil. There is not a weak link in the chain of forty links.

There is no better oral work in English than to have a pupil tell one of these stories in his own language to the class. Each story has all the setting for cumulative effect as a pupil tells the story.

It is equally effective in composition writing. To put such a story in a pupil's own language is real art.

It is a book of vast resources with a teacher who seeks variety of opportunities to expand the interests and attainments of her pupils.

COMMUNITY CIVICS AND RURAL LIFE. By Arthur W. Dunn. Revised. Cloth. 507 pages.

COMMUNITY CIVICS AND CITY LIFE. Revised. Cloth. 578 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

One highly important feature of these books is the recognition that community life in the country is different from community life in the city, that civic activity has a community flavor, that laws are community made for community service.

There is a startling revelation of this in the present Congress. The Constitution requires the reorganization of the membership of the National House of Representatives after each census. This was well meant by the framers of the Constitution, and it was a reasonable requirement for a hundred years and more, but since the trend of population is toward cities, since industrial interests centre in cities, and immigration is largely cityward, that constitutional requirement is virtually promoting class legislation which was not intended.

Mr. Dunn recognizes the local community as it has rarely been emphasized, but as it must be appreciated more and more in the future. The character of the community will be vastly more important than any personal leadership, industrial or commercial, civic or social.

Henry Ford carries his factories to any community that dominates business for a large area. This has been the tendency with great mercantile establishments, and now the conservative Marshall Field Company of Chicago will have the largest store of its class in the Pacific Northwest, if reports are correct.

Mr. Dunn is far sighted when he stresses "Community Civics."

STANDARDIZATION OF AMERICAN POETRY FOR SCHOOL PURPOSES. By Lorimer Victor Cavins, Ph.D., West Virginia University.

This is highly valuable as a ray of hope that it is a genuine demonstration that there is a way to know how literature can be classified for useful use in elementary school.

Fifteen years ago there was not a single scientific study in print which provided objective data concerning the relative difficulties of any selections based upon the actual responses of school children.

Dr. Cavins publishes results based upon eight years' study, and his results are interesting for its revelation of the attitude of teachers of English who are often more concerned with their interest in a poem and its writer than in the attitude of the students toward the poem and poet.

There can be no question but that Dr. Cavins' study will immediately eradicate the most glaring evils in the teaching of poetry.

Every teacher of English from the sixth grade through the high school should be required to read Dr. Cavins' study of Standardization of American Poetry for School Purposes and write a paper upon it to be discussed frankly by all students of all classes in the high school.

It is the most courageous treatment of a vital present problem in classes from seven to twelve.

GENERAL METHOD, FOUNDATION AND APPLICATION. By John P. Wynne, Ph.D., State Teachers College, Farmville, Va. Cloth. 508 pages. The Century Education Series. New York and London: The Century Company.

This is an interesting attempt to discover something new in classroom method that will do no violence to traditional practice. It is quite heroic in the effort to make peace with modernists who think in sociological and biological terms, but it saves itself from breaking with conventionalists by using the technical terms of the professional psychologist.

The author is reasonably modest and entirely honest. He makes no claim to the creation of an all-saving general method and frankly admits that there is no special technique in subject methods. He speaks with reverent loyalty to psychology in general without worshiping at the shrine of any leaders of a psychological pageant.

He reveals a knowledge of the sociological and biological intruders, and goes as far as is necessary to be in good standing with them, but he does not join a progressive "block" with either, that jeopardizes any party of psychologists in a professional crisis.

Dr. Wynne has a system that gets results or he could not be on the faculty of the State Teachers College at Farmville, for there is no teacher-training institution in the country that has any one on its faculty who shall place personal professional conceit above the production of a marketable product.

"General Method, Foundation and Application" will help any teacher in service to harvest a ripened crop of professional preparation in any institution or of any professional reading of conceited specialists, without jeopardizing the marketableness of her product.

There is no better book available for teachers of the science of education and the art of teaching to use in class work, if the aim is to have students think definitely about the solution of professional problems, than this book by Dr. Wynne.

Books Received

"The Hygiene of the School Child." By Lewis M. Terman and John C. Almack.—"Stories of the Ancient People." By Henry Smith Chapman and James Sullivan.—"A Dozen a Day." By Harold H. Wade and John E. Blossom. Boston: Houghton Mifflin Company.

"Laboratory Manual for Modern European History." By Jeanette J. Moe, A. B., and Margaret Stum Thorpe, M. A.—"Diagnosis Tests and Remedial Drills in First Course Algebra." By W. W. Hart. Boston: D. C. Heath and Company.

"Jack-knife Cookery." By James A. Wilder.—"The Story of Pierre Pons." By Francis de Moimandre. New York: E. P. Dutton and Company.

"Syllabus of a Course in Extra-Curricular Activities." By Joseph Roemer and Charles Forrest Allen.—"Readings in Extra-Curricular Activities." By Joseph Roemer and Charles Allen. Richmond: Johnson Publishing Company.

"Contemporary Education." By Paul Klapper. New York: D. Appleton and Company.

"English in School and Out." By Roy Davis and William H. Cunningham. Boston: Ginn and Company.

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GRINS BETWEEN GRINDS

Surprising Father

Father—"Well, son, you got some good marks this term."

Boy—"Yes, Dad. Since you haven't had time to help me with my home work I get along fine."

Keeping It Dark

"And what is your father's occupation?" said the headmaster of the school.

"I—I can't tell you!" said Tommy.

"But you must tell me."

"Oh, please, Father wouldn't like me to."

"But I must know. It's a question I ask of every child."

"Well, he's—he's a bearded lady in a circus!"

Value of Coins Expanded

Five-year-old Mary was teaching three-year-old Audrey the value of different coins.

"That's a dime; it will buy lots of candy. That's a nickel; it will buy an ice-cream cone. That's a penny; it's only good for Sunday school!"

Brain Capacity

Frank—"I always say what I think."

Ethel—"I wondered why you were so quiet."

Art Lovers

In a room of his castle a baron once placed all his fine old paintings and one very large mirror. Before each of these masterpieces, and also in front of the mirror, he laid a beautiful rug, to protect his floor in these places. This completed, he invited the countryside to visit this room as an art gallery, and for many years it has served in such capacity.

The rugs before the paintings are frayed now, and worn thin with the passing of many feet. The rug before the mirror is almost new. (It has just been replaced for the twenty-fifth time.)

Getting It Straight

"Young man," said the elderly lady to the aviator, "I want to ask you what kind of dog that is."

"He's a mastiff."

"Well, the idea! A man over there said he was a mascot."

Had Experience

"What we want is a candidate who isn't too radical or yet too conservative; in short, a middle-of-the-road man."

"Then Jimpkins is the man to nominate. He's been a bus driver for years."

The Wretch!

Miss Elderleigh — "Why, I don't want these photographs; they don't do me justice."

Photographer—"Justice? Lady, you don't want justice. You want mercy."

An Inducement

"Golf, golf, golf," wailed the wife of a business man one day last week as her husband picked up his golf clubs and started out. "It is nothing but golf. I really believe if you spent an evening at home I should die of the shock."

"Now, it's no use talking like that, my dear," calmly replied the patient husband. "You can't bribe me."

Somebody Evidently Had

"No girl ever made a fool out of me," a bachelor was boasting.

"Who was it, then?" asked a voice going out of the door.

Politics

Two colored men came to the outside of a crowd where a politician was making a speech.

"Who am dat man, Sam?" asked one.

"Ah doan' know what his name is," Sam replied, "but he sure do recommen' hisself mos' highly."

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Meetings To Be Held

JULY

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern Califnoria, Los Angeles, California; San Jose, Calif.

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

26-28: Music Teachers National Association; Sec. D. M. Swarthout, University of Kansas, Lawrence, Kansas; Cincinnati, Ohio.

26-28: National Association of Teachers of Speech; Sec. H. L. Ewbank, University of Wisconsin, Madison, Wisconsin; New York City.

26-28: Oregon State Teachers' Association; Sec. E. F. Carleton, 460 Salmon Street, Portland; Portland.

26-28: Pennsylvania State Education Association; Sec. J. H. Kelley, 400 N. 3rd Street, Harrisburg; New Castle.

27-28: American Catholic Philosophical Association; Sec. Rev. Fulton J. Sheen, Catholic University, Washington, D. C.; Washington, D. C.

27-31: American Nature Study Society; Sec. Ellen E. Shaw, Brooklyn Botanical Garden, Brooklyn, New York; Des Moines, Iowa.

27: Classical Association of the Pacific States, Northern Section; Sec. Winona Bailey, 1426 Warren Avenue, Seattle, Washington; Seattle, Washington.

27-Jan. 2: American Association for the Advancement of Science; Sec. Burton E. Livingston, Smithsonian Institution, Washington, D. C.; Des Moines, Iowa.

27-30: Association of American Law Schools; Sec. Albert J. Harno, State University of Illinois, Urbana, Illinois; New Orleans, Louisiana.

28-29: National Association of Biblical Instructors in American Colleges and Secondary Schools; Sec. R. K. Hickok, Wells College, Aurora, New York; New York City.

28: National Federation of Modern Language Teachers; Sec. Charles E. Young, University of Wisconsin, Milwaukee, Wisconsin; Cleveland, Ohio.

29: Ohio Industrial Art Teachers' Association; Sec. Robert Smith, Ohio State University, Columbus; Columbus.

A Boy to His Stomach

What's the matter with you: ain't I
always been your friend?
Ain't I been a pardner to you?
All my pennies don't I spend
In getting nice things for you?
Don't I give you lots of cake?
Say, stummick, what's the matter, that
that you had to go and ache?
Why, I loaded you with good things
yesterday; I gave you more
Potatoes, squash and turkey than
you'd ever had before,
I gave you nuts and candy, pumpkin
pie and chocolate cake—
And last night when I got to bed you
had to go and ache!
Say, what's the matter with you?
Ain't you satisfied at all?
I gave you all you wanted; you was
hard just like a ball;
And you couldn't hold another bit of
puddin', yet last night
You ached most awful, stummick;
that ain't treatin' me just right!
I've been a friend to you, I have; why
ain't you a friend of mine?
They gave me castor oil last night
because you made me whine.
I'm awful sick this mornin' and I'm
feeling mighty blue,
Becoz you don't appreciate the things
I do for you.

—Hunter Missourian.

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